

## **Supporting Documentation**

The following pages include supporting documents for the training and scoring of the Alternate Assessment:

1. Qualified Assessor, Qualified Mentor-Trainer Qualification Sequence
2. Scoring Protocol Review Sheet (Used by the test vendor to evaluate scoring protocols for the mentors-in-training, and by Qualified Mentor Trainers when evaluating their protégés and district personnel.
3. Alternate Assessment Test Security and Online Test Security
4. Alternate Assessment Test Security Agreement for Testing Personnel, Qualified Assessors, and Qualified Mentor-Trainers
5. Alternate Assessment District Implementation Plan

## Qualified Assessor, Qualified Mentor/Trainer Qualification Sequence

<b><i>Qualified Assessor</i></b>	<b>Qualification Checklist for <i>Qualified Assessors</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <i>Qualified Assessor</i> training.</li> <li><input type="checkbox"/> Complete and attain proficiency in all required online training (content and test administration).</li> <li><input type="checkbox"/> Sign Test Security Agreement. File with District Test Coordinators.</li> <li><input type="checkbox"/> Administer all content area Practice Tests.</li> <li><input type="checkbox"/> Submit Scoring Protocols from the practice test administration for evaluation and approval by a <i>Qualified Mentor Trainer</i>. (Mentors-in-training submit scoring protocols to test vendor via EED)</li> <li><input type="checkbox"/> Receive a <i>Qualified Assessor</i> certificate from a <i>Qualified Trainer</i>.</li> <li><input type="checkbox"/> Your Mentor changes status to Qualified Assessor in online system.</li> </ul>
<b><i>Annual Requirements: Qualified Assessor</i></b>	<b>Annual requirements to remain a <i>Qualified Assessor</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> Certificate.</li> <li><input type="checkbox"/> Attend any district-required trainings.</li> <li><input type="checkbox"/> Re-register online annually. Review training modules and refresh proficiencies as required to maintain skills.</li> <li><input type="checkbox"/> Sign Test Security Agreements. File with District Test Coordinators.</li> </ul>
<b><i>Qualified Mentor-Trainer</i></b>	<b>Qualification Checklist for <i>Qualified Mentor Trainers</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> certificate.</li> <li><input type="checkbox"/> Attend Annual Mentor training.</li> <li><input type="checkbox"/> Sign Test Security Agreement. File with EED &amp; District Test Coordinators.</li> <li><input type="checkbox"/> Train a protégé to become a <i>Qualified Assessor</i> as follows: <ul style="list-style-type: none"> <li>(a) Provide orientation to alternate assessments, to the online training program, and give ongoing support</li> <li>(b) Evaluate the protégé's scoring protocols from their practice test administration. Have protégé correct errors.</li> <li>(c) Submit protégé's scoring protocols containing trainer's feedback for evaluation to the test vendor via EED.</li> </ul> </li> <li><input type="checkbox"/> When protégé's scoring protocols receive a Pass score, award <i>Qualified Assessor</i> certificate to protégé and change status to QA in online system.</li> <li><input type="checkbox"/> Receive <i>Qualified Mentor Trainer</i> certificate from EED.</li> </ul>
<b><i>Annual Requirements: Qualified Mentor-Trainers</i></b>	<b>Annual requirements to remain a <i>Qualified Mentor-Trainer</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend Annual Mentor trainings.</li> <li><input type="checkbox"/> Review training modules and refresh proficiencies as required to maintain skills.</li> <li><input type="checkbox"/> Sign Test Security Agreement annually. File with EED and District Test Coordinators</li> </ul>

## ***Scoring Protocol Review Sheet***

**Mentor Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Protégé Name:** \_\_\_\_\_

**District:** \_\_\_\_\_

This document is a guide to help Qualified Mentor-Trainers train district personnel to become Qualified Assessors and administer the alternate assessment. The requirements are listed below along with a checklist for completing a review of the Qualified Assessor's practice test. Additionally, this document and the scoring protocols are reviewed by EED and the test vendor in order to certify mentors-in-training.

**Mentors-in-training:** See the last page of this form for Qualified Assessor and Qualified Mentor-Trainer sequence.

### **Checklist for reviewing Practice Scoring Protocol:**

The scoring protocol is reviewed for accuracy in recording student performance and scoring. This is only for administration under standard conditions (if the student requires Extended Levels of Support (ELOS), separate test items are administered. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A rating scale is provided for the Overall Review Across all Four Content Areas.

<b>Reading Tasks</b>	<b>Student Responses</b>	<b>Scoring/ Recording</b>	<b>Additional Comments</b>
1: Identify Pictures			
2: Identify Signs and Symbols			
3: Identify Letter Names			
4: Comprehend Oral Text			
5: Segment Phonemes			
6: Identify Letter Sounds			
7: Blend Sounds			
8: Identify Beginning Reading Words			
9: Identify Advanced Reading Words			
10: Read Sentences			
11: Read Passages			
12: Comprehend Printed Text			
<b>Total</b>	<b>/12</b>	<b>/12</b>	<b>/24 = _____%</b>

<b>Writing Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Copy Letters			
2: Copy Words			
3: Copy Sentences			
4: Write Your Own Name			
5: Write Words from Dictation			
6: Write Sentences From Dictation			
7: Sentence Mechanics			
8: Write a Sentence			
9: Write a Story with Pictures			
10: Write a Story without Pictures			
<b>Total</b>	<b>/10</b>	<b>/10</b>	<b>/20 = _____%</b>

<b>Mathematics Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Identify Numerals			
2: Copy Numbers			
3: Identify Shapes			
4: Write Numerals			
5: Discriminate Differences			
6: Measurement-Size			
7: Identify Money			
8: Time of Day			
9: Number Line			
10: Tell Time			
11: Order Numbers			
12: Ordinal Numbers			
13: Calendar			
14: Manip. w/Take Away			
15: Manip. w/Quantity			
16: Fractions			
17: Count money			
18: Place Value			
19: Count on Dictation			
20: Comp. Addition			
21: Comp. Subtraction			
22: Mixed/Story Problems			
<b>Total</b>	<b>/22</b>	<b>/22</b>	<b>/44 = _____ %</b>

<b>Science Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Structure and Properties of Matter			
2: Chemical and Physical Changes			
3: Fundamental Forces and Motions			
4: Interaction of Energy and Matter			
5: Organism Characteristics and Needs			
6: Transmission of Traits			
7: Interdependence of Organisms in Environment			
8: Diversity of Species and Adaptation			
9: Structure of Earth and Material Use			
10: Change in Lithosphere, Hydrosphere, Atmosphere			
11: Earth, Sun, Moon			
<b>Total</b>	<b>/11</b>	<b>/11</b>	<b>/22 = ____%</b>

## Overall Review Across all Four Content Areas

Use the following rating scale:

<b>1</b>	<b>Unacceptable</b>
<b>2</b>	<b>Needs Additional Work</b>
<b>3</b>	<b>Satisfactory</b>
<b>4</b>	<b>Exceptional</b>

No.	Review Area				
<b>1</b>	<b>Cover Page:</b> Names and identifying information recorded on cover page.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>2</b>	<b>Task Administration:</b> Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>3</b>	<b>Scoring:</b>				
	• Incorrect responses written to show student's response.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	• Scored correctly.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>4</b>	<b>Clear Markings:</b> The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>5</b>	<b>Stop Testing:</b> If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
	<div style="text-align: right;"> <b>Total</b>      /28 = ____% </div>				

## **Alaska Alternate Assessment Test Security**

- Test administrators must fulfill training requirements to become a Qualified Assessor and Qualified Mentor Trainer.
- Only Qualified Assessors may access the Secure Test.
- Only Qualified Assessors may administer assessment.
- The Alternate Assessment scoring protocols and student materials may be copied.
- Keep test secure when making copies and distributing.
- Administer the test during the test window.
- Retain a copy of original student protocols in student file for at least one year. If a student transfers to a different school, test information is to transfer with the student.
- The Secure Test becomes the Practice Test the following year.
- Qualified Mentor Trainers are to work with District Test Coordinators to identify all students eligible for AA.
- Ensure that all students eligible for the Alternate Assessment are assessed.
- Make sure enough Qualified Assessors for the number of students requiring Alternate Assessment are trained and certified to administer the assessment.
- Obtain Alaska State Student Identification numbers from the District Test Coordinator.
- Use Alaska State Student Identification numbers on scoring protocols and online data entry.
- District Student Identification numbers are optional at the state level, but may be entered for district use.
- Make sure to schedule time for testing all students in all content areas.
- Schedule enough time for accurate data entry of student demographic information and student scores.

## **Online Test Security**

**Level 1:** This was a demo site that is not being used for the 2007-2008 school year. This level of security allowed the user to access some of the training materials and established a record to test proficiency and become familiar with the web site. All records were wiped out daily. This level of security was for “demonstration” use only.

**Level 2:** Registered Users can access the training materials and proficiency examinations.

**Level 3:** After registered users have completed all proficiency examinations accurately, the Registered User becomes a Qualified Assessor (QAs), and also gains access to the secure test materials (including scoring protocols, student materials, and data entry and reporting). See section on the qualification process.

**Level 4:** Qualified Mentor-Trainers (QTs) can access the training materials, proficiency examinations, and all secure test materials. They also can grant access to individuals who become qualified assessors (QAs).

**Level 5:** Key personnel within the Alaska Early Education and Development (EED) Office and Dillard Research Associates (DRA) have access to all materials noted above, as well as the records of all test administrators and students.





**2007-2008**

## **Alaska Comprehensive System of Student Assessment**

### **Alternate Assessment Test Security Agreement For Testing Personnel, Qualified Assessors, Qualified Mentor Trainers**

According to regulation 4 AAC 06.765 (f) *"school and district personnel responsible for test administration shall annual execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section."*

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education & Early Development must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of individuals who develop the tests, who administer the tests, and/or those who use the results to follow test security laws, regulations, and procedures.

Listed below are required procedures in administering assessments and handling test materials for school personnel responsible for test administration. Please read each statement carefully and **initial each line** to indicate that, as school testing personnel, you agree to follow these procedures. At the bottom of this checklist (reverse side), please sign your full name and indicate the name and address of your school district.

If you have any questions about test security or about any of the procedures listed below, please contact the appropriate district personnel (i.e., District Test Coordinator, Alternate Assessment Qualified Mentor Trainer, or the State of Alaska Assessment Administrator (907-465-8432).

## **Return this form to District Test Coordinator**

### **ALL TESTING PERSONNEL SECTION**

To be completed by each person assisting with testing or administering Alternate Assessments.  
All Test Personnel, Qualified Assessors, and Qualified Mentor Trainers must initial items in the first section.

Mark NA if not applicable to your duties.

- \_\_\_\_\_ Before receiving any test materials, I will deliver this properly signed Test Security Agreement to the District Test Coordinator (DTC).
- \_\_\_\_\_ I am employed by the school district.
- \_\_\_\_\_ Follow state and district confidentiality policies regarding the Alternate Assessment.
- \_\_\_\_\_ Ensure that no one violates the accuracy of the AA by manipulating the process, demographic data, or the student's answers.
- \_\_\_\_\_ I shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure. [4 AAC 06.765 (g)]
- \_\_\_\_\_ Inventory and track materials. (Mark NA if not applicable to your duties).
- \_\_\_\_\_ Securely store Alternate Assessment materials before and during the test window. (Mark NA if not applicable to your duties).
- \_\_\_\_\_ Retain scoring protocols in the student file for one year. (Mark NA if not applicable to your duties.)

**Alternate Assessment  
District Mentor Implementation Plan 2008**

**Purpose of Mentor Implementation Plan:** The Implementation Plan is a requirement for Alternate Assessment Mentors because unlike the Standards Based Assessments, mentors will be training themselves and other district personnel to administer and score the Alternate Assessment as opposed to proctoring exams. In addition, mentors often function as the liaison between the district test coordinators and special education to ensure that all eligible students are identified and given the proper assessment.

**Instructions:** Implementation Plans are being sent in advance of Mentor Training this year. Please discuss with your supervisor, complete the plan, get signatures, keep a copy for yourself and either bring the completed Plan to mentor training, or fax to Aran Felix, 907-465-8437. We will try to allocate a short period of time at Mentor training to work in small groups, sharing information especially with new mentors, making any necessary changes. If your plan changes as a result of discussions at mentor training, **a final plan must be submitted by November 1, 2007.**

<b>Mentor Name</b>	<b>Email Contact</b>
<b>District Name</b>	<b>Phone Contact</b>
<b>Mentor Signature</b>	<b>Date</b>
<b>Supervisor Signature (If applicable)</b>	<b>Date</b>

**1. Mentor Responsibilities**

- Attend Mentor Training annually
- Become certified as a Qualified Assessor and a Qualified Trainer (see attached list of requirements)
- Annually refresh skills to maintain qualifications.
- Conduct training for district personnel using materials provided by EED and the test vendor, Dillard Research Associates (DRA)
- Become familiar with eligibility criteria and test security
- Become familiar with the Extended Grade Level Expectations
- Answer staff questions about the alternate assessment
- Provide assistance to District Test Coordinator in identifying students eligible for Alternate Assessment
- Act as primary district contact for Alternate Assessment Program Manager
- Provide feedback on Alternate Assessment as requested by EED and test vendor

Are there any obstacles to above obligations?	Possible resolutions:
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### District Information

- So that we send enough Alternate Assessment handbooks to your District Test Coordinator, please tell us the number of special education teachers in your district who teach students with significant cognitive disabilities? \_\_\_\_\_
- Estimated number of students in district eligible for Alternate Assessment? \_\_\_\_\_
- Do you know who your district test coordinator (DTC) is?

DTC Name \_\_\_\_\_

Contact Info \_\_\_\_\_

- In order to ensure all students receive the proper assessments and that demographic information is entered correctly, please make sure that you have the following information:
  - ☐ Names of all students in district eligible to take the Alternate Assessment
  - ☐ Location (school names) of students taking the Alternate
  - ☐ Names of student's program coordinator
  - ☐ Alaska Student IDs (AKSID) and other student demographic information
  - ☐ A trained Qualified Assessor, or person being trained this year, identified to administer the Alternate Assessment to each student
- Other than the students, their teachers or case managers, district test coordinators, special education directors, are there other people who need to be involved? When EED sends out information or notices, other than the folks listed above, who needs to be kept informed?

Who needs to be involved, or informed?

### 3. Implementation Plan

**Based on the information outlined above, using the attached Calendar and the following questions, plan your major mentoring activities for this year. What are your major priorities? What will you try to accomplish by the end of this school year? What will you do across next school year? Have you been in contact with your DTC this year? Have you received last year's Individual Student Reports, copies of the *Educator Guide to Interpreting Student Reports* (currently posted on the AA website under Teacher Resources:**

**<http://www.eed.state.ak.us/tls/assessment/aa.html>**

**Mentor Plan for District Training 2007-2008**

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**4. Evaluation Plan**

If your mentoring activities have the impact we hope they will, what should happen? How will you know if you’ve been successful?

Sources of Information/Evaluation Strategies	Anticipated/Desired Outcomes

## 5. Recommendations to EED

<b>A) Future Mentor Training Dates</b>	
<b>Option 1</b> -Keep in the Fall (October or November)	
<b>Option 2</b> -Hold trainings in January	
<b>Option 3</b> -Hold 2 sets of regional trainings (one in Anchorage, one in Southeast)	
<b>Option 4</b> -Hold trainings at ASSEC (mid February) as a post session (EED will pay for airfare and you may arrive early to participate in the entire conference. EED will pay for 2 nights of lodging)	
➤ If training is at ASSEC, I would like to be able to refresh my online proficiency skills at a computer lab, OR	
➤ I prefer to refresh my online proficiency skills on my own.	
Comments	

<b>B) Future Test Window for Alternate</b>	
1) AA Test Window Dates – March 1- running for 6 weeks until mid-April	
2) AA Test Window Dates – March 1 running for 8 weeks until April 30.	
Comments	

<b>C) Frequently Asked Questions</b> – Some questions I would like to see answered are:

<b>D) Other Comments or Recommendations</b>

# Department of Education & Early Development (EED)



## Assessment and Accountability Test Security Supplement

### ***Purpose of the Supplement***

Maintaining the security of the Alaska Comprehensive System of Student Assessment is fundamental in ensuring valid test scores and promoting fairness at all levels. With increasing demands for growth in student achievement and an increasingly complex assessment program, managing the testing program has become progressively more challenging.

EED's Assessment and Accountability unit has recently been focusing more resources on expanding training and developing tools such as this supplement in an effort to assist district test coordinators with the procedures and practices that promote a secure testing program. The information in this supplement includes issues test coordinators may encounter before, during, and after a test administration and is meant to provide guidance. This document is not intended to replace any procedures or instructions contained in the District Test Coordinator's Manual or Test Administration Directions. It is provided to testing personnel in hopes of encouraging successful and incident-free test administrations.

### ***Making Your Program Secure***

#### ***Before a Test Administration***

##### **Plan Ahead**

Planning is crucial to ensuring a successful testing program. District and associate (building) test coordinators should consider the details shown here when planning for a test administration.

- ☐ Have you located all alternate test sites that you will need during the test window?
- ☐ Have you applied for approval for alternate test sites?

## Storing Test Materials

All secure test materials must be kept in **locked** storage when not in use.

- ☐ Is your storage area large enough to store all secure materials you will receive from the test contractor?
- ☐ Has each test center/school site established its own secure area?
- ☐ Do you have enough room to sort all the materials you'll receive for each administration?
- ☐ Have you identified the authorized personnel who will have access to the locked storage?

## Transporting Secure Materials

The ultimate responsibility of accounting for test materials falls upon the district test coordinator; however, associate (building) test coordinators play an integral role in supporting this task. Using some type of tracking document such as the Secure Materials Transfer Form (located in the District Test Coordinator's Manual) can greatly assist in your ability to locate all secure materials in your district throughout a test administration.

- ☐ Have you established a secure method for transferring materials to school sites and test centers?
- ☐ Are the individuals transporting the materials authorized to handle secure materials?
- ☐ Have you established control lists that include signatures to identify who is responsible for materials when they are not in your possession?

## Tracking Overage

Each district receives additional test materials, known as overage. Any additional materials that the district transfers to a test center or school site must be tracked to that location. This also applies to secure materials that are transferred back and forth from test centers or school sites within a district.

- ☐ Do you have procedures for distributing overage materials?
- ☐ Do you have a procedure that documents security numbers for booklets and tracks the whereabouts of test materials?
- ☐ Do the test centers and school sites have a procedure that documents transferred booklets?
- ☐ Do you have a process for ensuring that overage is accounted for after the administration?

## Associate Test Coordinators' Procedures

Associate (building) test coordinators play a vital role in the handling of secure materials. It's important that they have appropriate procedures in place for tracking secure materials.

- ☐ Does each test center and/or school site have check-out/check-in procedures for secure materials established and documented?
- ☐ Do test administrators at all test centers and/or school sites check out and check in secure materials?
- ☐ Do associate (building) test coordinators know that they should verify and account for all booklets each day?
- ☐ Do associate (building) test coordinators have procedures for properly packing and returning test materials to the district?

## **Training**

### ***District Test Coordinator***

Preparing for and conducting training sessions is the best way to avoid problems in statewide test administrations. Provide as many sessions as needed in order to ensure that all test administrators and proctors in your district are trained.

- ☐ Have you signed the District Test Coordinator Security Agreement and submitted it to EED?
- ☐ Have you attended district test coordinator training?
- ☐ Have you thoroughly reviewed the current District Test Coordinator's Manual?
- ☐ Have you reviewed the Due Dates, Deadlines, and Important Dates (<http://www.eed.state.ak.us/tls/assessment/DueDates.html>) early enough to allow time to adequately train the necessary personnel in your district?
- ☐ Have you given district personnel ample notice of training dates?
- ☐ Have you made facility arrangements to hold training sessions?
- ☐ Have you developed training materials for the sessions?
- ☐ Have you put together training materials or guidelines that associate (building) test coordinators can use for any training they may be providing?

### ***Cover Pertinent Training Topics***

Ensure that adequate time is allocated for training sessions so that all major topics are addressed. Important topics to include in training associate (building) test coordinators are shown here:

#### **Before Test Administration**

- ☐ Sign the test security agreement
- ☐ Review current test administration manuals
- ☐ Ensure knowledge of procedures for tracking secure materials
- ☐ Storage of secure test materials
- ☐ Immediate inventory of test materials when shipments arrive (i.e., count the materials)
- ☐ Verify that the test center or school site has ample test materials for the test administration
- ☐ Procedures for reconciling any shortages in test materials
- ☐ Procedures for reporting discrepancies in inventories
- ☐ Review application and use of all labels (e.g., precode, school/district, Do Not Score)
- ☐ Designation of test administrators and proctors
- ☐ Schedule of training sessions for test proctors and test administrators and verifying their attendance
- ☐ Arrange/schedule administration of documented accommodations for the site (small groups, flexible scheduling, read alouds, etc.)
- ☐ Review appropriate test administration procedures
- ☐ Review test irregularities and invalidation procedures
- ☐ Schedule for make-up testing (not applicable to Grade 10 SBA-HSGQE or HSGQE Retest)
- ☐ Arrangement of testing rooms and organizing test sessions
- ☐ Verifying visible aids have been removed and the environment is conducive for testing.
- ☐ Responsibility to supervise the transcription of student responses when necessary

#### **During Test Administration**

- ☐ Use a Test Security Checklist to keep track of tests when distributing materials to test administrators
- ☐ Account for all test materials before and after testing EACH day



- ☐ Actively monitor the administration of the tests by visiting each testing area
- ☐ Be aware of any appearance of impropriety. Make sure proctors and test administrators know how to avoid situations that might lead to questions or accusations of viewing, reading, or discussing test items (including student responses)
- ☐ Ensure that students are being administered the appropriate tests and have the corresponding answer documents
- ☐ Ensure that LEP students or students with disabilities are receiving documented accommodations
- ☐ Ensure that students have appropriately marked their responses before they leave the testing room. (All writing on extended response fits on the lined pages given; responses are made #2 pencil, etc.)

### **After Test Administration**

- ☐ Facilitate the collection of materials from the test administrators
- ☐ Account for every test book and for every answer booklet for every student (this includes any overage or transferred materials)
- ☐ Verify that the correct Teacher's Use Only code is marked where applicable
- ☐ Verify that all bubbled information and transcribing has been done appropriately
- ☐ Properly dispose of test administration manuals
- ☐ Double check the secure storage area for materials (especially overage or unused materials)
- ☐ Follow procedures for properly boxing and labeling materials for return to the DTC

### ***Accounting for Secure Materials***

District test coordinators are responsible for accounting for all secure materials in the district. Proper and thorough training of all personnel in the receipt, handling, tracking, and return of test materials is likely to be the best defense against the loss or late return of these items. Below are some tips that can help district test coordinators account for all materials:

### **Receipt of testing materials**

- ☐ Have you prepared an area to store secure and non-secure materials?
- ☐ Have you identified all personnel who will be authorized to have access to materials?
- ☐ Have you verified the number of boxes in the shipment? (For all shipments, be sure to check that all boxes are accounted for)
- ☐ Have you verified the contents of the boxes?
- ☐ Do you have enough materials to cover the students who will be testing?
- ☐ Have you verified that the overage material will cover the shortages?
- ☐ Have you verified the tracking of overages and transferred test booklets by documenting the security numbers and the destination of the materials?
- ☐ Have you distributed overage using the district's procedures for distributing secure material?
- ☐ Have you sent the appropriate materials to schools and test centers? **DO NOT DELAY** in sending them.
- ☐ Have you verified that all schools and test centers have inventoried their shipments from you?

### **During Administration**

#### **Verify All Sites Are Following Procedures for Handling Secure Materials**

- ☐ Have you checked that schools and test centers are using a security checklist to ensure proper tracking of materials?

- ☐ Have you checked to make sure schools and test centers are documenting security numbers for overage materials and transferred booklets?
- ☐ Are schools and test centers immediately reporting discrepancies in inventories?
- ☐ Have you checked to see if associate (building) test coordinators are verifying that all booklets are being returned and are accounted for EACH day?

### **Be Available to Solve Problems**

- ☐ Do schools and test centers have a reliable way of communicating with you or other district testing staff?
- ☐ Have you given associate test (building) coordinators instructions on how to contact you?
- ☐ Have you arranged for continual coverage for answering questions throughout the test window?

## **After Administration**

### **Accounting for Secure Materials**

District test coordinators are ultimately responsible for the accounting of and return of all of the district's secure materials. These materials must be returned in accordance with the procedures and timelines outlined in the *District Test Coordinator's Manual*. Reinforcing the use of proper procedures and guidelines to all personnel in the handling, tracking, and return of test materials is likely to be the best defense against the loss or late return of these items. Below are some tips that can help district test coordinators manage this responsibility.

### **Monitor schools and test centers and oversee the proper accounting for secure materials.**

- ☐ Are you verifying that schools and test centers are counting all test books and answer booklets?
- ☐ Are schools and test centers reconciling all secure materials to the original packing list?
- ☐ Have the schools and test centers double checked their secure storage areas for overage and unused secure materials?
- ☐ Have schools and test centers verified that all personnel have signed security agreements?
- ☐ Are the schools and test centers using the correct shipping/packing procedures?
- ☐ Have you verified the shipment from each of the schools and test centers?
- ☐ Have you verified each sequence of numbers from the security checklists submitted by schools?

### **Final packaging for return of all test materials and scorable documents**

- ☐ Have you heard from Assessment Distribution Services (ADS) to arrange for pick up? (specific to HSGQE and SBA assessments only)
- ☐ Do you have an airbill if you are a drop off district?
- ☐ Do you have a bill of lading if you are a pick up district?

<b>Common Testing Irregularities</b>	
<i>Person(s) Responsible</i>	
<b>Proctor/Test Administrator</b>	<b>District/Assoc./ELP Test Coordinator</b>
<ol style="list-style-type: none"> <li>1. Failure to follow procedures in TAD</li> <li>2. Failure to distribute manipulatives (where applicable)</li> <li>3. Administering test without receiving training</li> <li>4. Interpreting, explaining test items, or answer choices (except on accommodated tests)</li> <li>5. Giving students instruction related to the concepts measured by the tests on the day of or during the test administration session</li> <li>6. Not covering or removing classroom displays that provide information regarding the content being measured by the test or test-taking strategies (when safely possible)</li> <li>7. Paraphrasing, omitting, revising, or rewriting the script or the directions contained in the TAD</li> <li>8. Illness during testing (<b>reported locally only</b>)</li> <li>9. Failure to provide breaks</li> <li>10. Administering the wrong grade level test</li> <li>11. Failure to use #2 pencil</li> <li>12. Picking up test before student has finished it</li> <li>13. Any student use of cell phone (e.g., receives or sends text or voice messages, takes pictures, etc.)</li> <li>14. Unauthorized use of any electronic device (some devices may be used for documented student accommodations)</li> </ol>	<ol style="list-style-type: none"> <li>36. Failure to provide training for test administrators and/or proctors</li> <li>37. Failing to sign/collect test security agreement(s)</li> </ol>
<b>Proctor/Test Administrator, DTC, ELP Test Coordinator</b>	
<ol style="list-style-type: none"> <li>15. Failure to administer test during testing window</li> <li>16. Failure to follow test schedule</li> <li>17. Failure to assess all eligible students</li> <li>18. Failing to provide accommodations to appropriate students</li> <li>19. Failing to follow appropriate procedures for providing testing accommodations</li> <li>20. Providing accommodations to students who are not eligible to receive them</li> <li>21. Changing student reports, records</li> <li>22. Leaving students unsupervised with access to secure test materials</li> <li>23. Allowing students to review secure test materials prior to the test administration</li> <li>24. Allowing students to look at, review, or complete content area subtests on a day other than the designated test day</li> <li>25. Cheating</li> <li>26. Coaching students during the administration (e.g., providing sample phrases for constructed response items, helping students find answers in passages, telling student an answer is wrong, pointing to an answer for any purpose, etc.)</li> <li>27. Reading or tampering with (e.g. alter, change, modify, erase) student responses to the test questions</li> <li>28. Failing to return the originally distributed number of test materials (e.g., test books, answer booklets) to designated school personnel</li> <li>29. Allowing access to tests to those who are not authorized to do so</li> <li>30. Allowing unsupervised (unmonitored on HSGQE) breaks</li> <li>31. Revealing confidential student information to unauthorized persons</li> <li>32. Losing test(s)</li> <li>33. Viewing, discussing, or revealing test content or student responses</li> <li>34. Copying secure materials</li> <li>35. Unscheduled evacuation/drill etc.</li> </ol>	

## ***Reporting Breach of Test Security or Testing Irregularity***

When incidents occur, it's important to have procedures in place to help ensure that all the necessary information is gathered to support a determination of what occurred.

All incidents should be reported immediately so the potential loss of accurate information is avoided.

Here are a few guidelines to follow to help assess and report an incident:

### ***What Happened?***

- ☐ Have you determined that a test irregularity occurred?
- ☐ Have you interviewed all individuals who were involved in or may have information about the irregularity?
- ☐ Have you determined exactly what happened and why?
- ☐ Did you prepare a timeline, if necessary, to establish when events occurred?

### **Have you appropriately documented the incident?**

- ☐ Have you gathered statements from all individuals who were involved in or may have information about the irregularity?
- ☐ Do the statements include the name and role (title) of the individual?
- ☐ Do the statements include how the individual was involved in the incident?
- ☐ Do the statements include a description of the incident from the individual's perspective?
- ☐ Do the statements include the individual's signature?
- ☐ Do the statements include the date the statement was generated?
- ☐ Are all written statements dated and signed?

### **Has a corrective action plan been requested?**

Corrective action plans are not required for the initial submission of documentation, but they may be requested based on EED's review of the incident. When a corrective action plan is required, here are some tips to help formulate a response:

- ☐ Does the plan include a brief summary of the violation?
- ☐ Does the plan include a description of how the incident occurred?
- ☐ Does the plan include a description of why the incident occurred?
- ☐ Does the plan include a description of the specific procedure(s) that will be implemented to help prevent future occurrences of this type of violation?
- ☐ Does the plan include the name and role (title) of the person(s) responsible?
- ☐ Has the superintendent signed off on the corrective action plan?

### **Have you completed the reporting process?**

- ☐ Did you contact EED to report the incident?
- ☐ Have you ensured that the statements and reports clearly lay out the sequence of events and explain exactly what happened?
- ☐ Have you submitted a final, written narrative about what happened and who is responsible?
- ☐ Supporting documentation that requires a signature can be faxed to (907) 465-8400. All incidents should be reported immediately so the potential loss of accurate information is avoided